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Devoted to The  
High-School-College  
Entrance  
Scholarship Fund

THE NEW YORK

# LATIN LEAFLET

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## TRUSTEES OF THE SCHOLARSHIP FUND

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## IMPORTANT NOTICE

### The Fourth Meeting of The Latin Club

*Send Your Postal Card at Once*

The fourth regular meeting of The New York Latin Club is called for Saturday, December 21, at 12 M, in the Hotel Albert, corner of University Place and Eleventh Street, New York. Professor Wm G Hale, the head of the Latin Department of Chicago University, will address the Club on some matters of the liveliest interest to Latin teachers. All persons who are interested, whether teachers of Latin or not, are cordially invited to be present. The plan is to serve luncheon (50 cents a plate for members, 75 cents for guests) at 12 M promptly, so that there shall be no delay. Tickets for the luncheon can be secured from the Secretary on application or from any member of the Executive Committee. The address will follow the luncheon, and adjournment will occur about 2 P M, *thus leaving the afternoon still unbroken for those who attend.* Please send a postal card at once to the Secretary, Mr A L Hodges, 36 East Twelfth Street, New York, if you intend to be present, so that we may inform Mr Frenkel, the proprietor of the hotel, how many to expect. *Please attend to this at once.* Ladies are especially invited.

Information as to the conditions of membership in The Latin Club can be had at this meeting, or by referring to Nos. 3 and 10 of THE LATIN LEAFLET, or by addressing the Secretary.

H F TOWLE, *President*  
A L HODGES, *Secretary*

## An Error Corrected

In the last issue of THE LEAFLET the types made Dr Riess say (p 2 ¶ 2 l 13): "a discussion of the Solomon reformation of the currency" instead of "Solonian reformation of the currency".

## The Study of Latin, an Historical Study

### In Three Parts: Part II

Not even on a very reduced scale! The eight years of secondary instruction, and I include, advisedly, the college in the term "secondary", barely suffice to give more than a mere incomplete outline of ancient life even to the conscientious and faithful student. But may the High School, for this reason, be permitted to pursue a road of its own, instead of working toward this aim?

On this question I want to place myself into

strong opposition to Professor Bennett who claims in his latest book (The Teaching of Latin) that the study of the College differs essentially from that of the secondary school, and who seeks to justify the claim of Latin as a school-study purely by its merits for training the pupil in English composition (by means of translation—but that is another story, as Rudyard Kipling says) and for awakening the reasoning power. I cannot conceive of a theory more pernicious to true education than to ascribe different functions to the different grades of schooling. There is, to my mind, only *one* aim of *all* education, viz., the making of a good citizen; and I think him the best citizen who is able to judge impartially the course to be pursued in the life of his nation. As all guidance for the future can be derived only from the events of the past, from the recognition of their causes, and of their effects upon subsequent happenings, in other words, from History, it seems to me that all studies ought to converge towards this point, and that the impetus in this direction must be given from the earliest period, not be introduced by a sudden deflection of the line after four years. Only the method of acquiring knowledge should change with the pupil's advancing age, not the character of the knowledge itself. In the following discussion, I shall therefore regard the course in Latin as one uninterrupted current, flowing through High School and College to the University. Nor can I agree with those who claim that, as the majority of High School students may never get a College education, the course ought to be fitted to their needs rather than to an ideal postulate. For not the "How much?" of an education, but the "How?" constitutes in my eyes the essential factor of culture. As he must be considered a master of English who has thoroughly digested the "Authorized Version" and Shakespeare, so the boy who has studied *thoroughly* Nepos, Caesar, Cicero, and Vergil, has derived more benefit from his Latin, though he never go to College, than if he had gone through some composite course of superficial, translation-patched, instruction.

Let us now discuss in what way the limited